DOCUMENT RESUME

ED 120 389 CE 006 613

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TITLE The Development of 17 Career Resource Centers in Pennsylvania.
INSTITUTION Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.
PUB DATE 75
NOTE 76p.

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage
DESCRIPTORS *Career Education; Developmental Programs; Educational Objectives; *Educational Resources; Evaluation; Instructional Aids; Instructional Materials; Program Administration; Program Descriptions; *Program Development; Questionnaires; *Resource Centers; *Statewide Planning; Studio Floor Plans
IDENTIFIERS *Career Resource Centers; CRC; Pennsylvania

ABSTRACT

The report on Pennsylvania's 17 Career Resource Centers (CRCs) describes their background, the procedures followed in their development and administration, their ability to satisfy the six CRC objectives (collecting, evaluating, and disseminating accurate and relevant career information; providing assistance to the center's clientele in locating, evaluating, and using career information; helping students integrate self-knowledge with relevant career information; assisting faculty in integrating information into their instructional activities to support their students' career development; helping parents become active, concerned, and understanding participants in the career development of their children; and using community resources in fostering better understanding of the relationship of education to work), conclusions and recommendations of the report, and related information on CRCs. Ten appendixes, comprising nearly three-fourths of the document, include: an equipment and material list, career research reports, student evaluation of the CRC, CRC curriculum materials, faculty evaluation of the CRC, a model for career consultants, CRC evaluation instruments, application for student advisory committee, CRC floor plans, and news releases. (JR)

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THE DEVELOPMENT OF 17 CAREER RESOURCE CENTERS IN PENNSYLVANIA

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1975

CE 006613

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CONCLUSIONS AND RECOMMENDATIONS

The following conclusions are based on an analysis of the six objectives for a career resource center:

1. The Bennet File Plan and alphabetic system were the most used methods of organizing career software material.

2. The evaluation of the major hardware and software used in the CRC was completed. The results should help school personnel start a new center.

3. To disseminate career materials some of the CRCs developed the following system: (1) catalog all equipment and materials, (2) disseminate a list of all equipment and material, (3) enforce regulations for loan service and (4) prepare newsletters, bulletin board displays and radio and TV announcements.

4. The CRC staff gave an average three-class-period orientation to small groups of students from regularly scheduled study halls and academic classes.

5. Outlines for in-depth searches for job information included what the worker does, personal traits required, values and abilities related to the job, related school subjects, working conditions and benefits.

6. Student attitudes toward the CRC were positive. The main criteria was the high number of students who made more than two visits to the center after the orientation.

7. The majority of the CRCs indicated that teachers developed lesson plans in conjunction with the CRC. A good indication of a successful CRC is the high number of teachers who infuse CRC concepts and materials into their daily lessons.

8. The Kuder Interest Inventory and the Diagnostic Aptitude Test were the most-used career development instruments.

9. Most teachers were not formally trained in the use of career materials. The only training that took place was on an individual basis.

10. Faculty attitudes towards the CRC were very positive.

11. The CRCs appeared successful in helping parents become involved in the career development of their children.

12. The CRCs successfully utilized community resources in fostering a better understanding of the relationship of education to work.

Based on the information submitted in the final reports, the following recommendations are offered:

1. Rubber stamps facilitate marking new materials, affixing the CRC specialist's name to permit slips, and circulating career books and pamphlets.

2. A good time saving idea is placing the Pennscript cards in alphabetical order and numbering them with a felt-tip pen. Replacing the cards numerically saves much time and automatically alphabetizes them.

3. If the Occupational View Deck is to be used, try to arrange for all students to complete the Temperment Checklist at one time in a place other than the CRC. Student time in the CRC is limited, and advance completion of this form, which can be filed in the CRC, is most helpful.

4. The CRC director should review the results of standardized tests or surveys, such as the Differential Aptitude Tests/Career Planning Report. Students would then have available to them the necessary information for appropriate follow-up to these tests or surveys in applying these results to career exploration.

5. The CRC paraprofessional should keep a folder on each student entering the center. These folders should contain the dates of attendance, copies of all investigative testing, forms, posters and outlines completed and the life goals desired by the student.

6. Establish a CRC advisory committee that includes students, teachers, parents, counselors, administrators and representatives from business and industry. The committee could help develop the center's objectives, establish liaison with business and industry, recommend equipment and material purchases, advise on budgets, assist in locating funds and other community resources for the center.

7. Establish career clubs to emphasize different occupations. The clubs can be used to foster job responsibility in appointing students to help monitor the center and help coordinate tours and speakers.

8. The Pennsylvania Department of Education should arrange regional workshops for CRC staff to meet and share ideas.

9. The CRC should get on a national mailing list to eliminate the staff's time in writing for career information.

10. A system should be developed that will enable the CRC staff to update the career materials in terms of job descriptions and labor market needs.

    The system should have the following components:

    - One CRC staff member or a team should be assigned to make decisions on the accuracy and appropriateness of incoming materials.

    - All career materials found to be outdated should be eliminated.

    - All audio-visual materials should be periodically reviewed for appropriateness of information content. If a film is outdated but has important concepts, a note should be attached to explain the purpose of the film and to point out the unimportance of certain personal aspects; i.e., dress, hair style.

11. The CRC staff should conduct orientations on the use of the center. Every pupil, teacher and administrator should attend an orientation. The orientation should not assume any prior skill or knowledge with regard to career development. A schedule should be established to prevent more than about 10 pupils from using the center at one time. It's better that small groups use the center rather than an entire class.

12. Satellite centers should be established in elementary schools. These centers could be located in hallways, libraries, classrooms, etc. Another type of satellite center is a mobile van. A major advantage of a van is the savings realized by not needing to purchase duplicate materials and equipment and wider circulation of available materials. Shopping centers, public libraries, industrial plants and other schools could be possible locations.

13. The CRC should be part of a total career development program in an individual school, school district or intermediate unit. The CRCs themselves may not be a viable vehicle to foster changes in vocational maturity. However, when combined with a total career development program, the CRCs are a very important component.

14. Feedback information pertaining to the objectives and procedures of the CRC should be obtained from the users. Constant feedback will enable the CRC staff to make adjustments and improvements in the operations of the center.

15. All CRCs should specify a master materials file based on the approach being used instructionally with career activities.

16. Evaluation of the center should focus on measuring instructional impact on career development and its various subelements.

BACKGROUND

Today students must start making career decisions at a very early age. Since persistent changes in technology and society rapidly modify opportunities, career planning is becoming increasingly complex for students thinking ahead to the working world. Many students, if unaided, will have difficulty acquiring an accurate understanding of the complexities of occupational life. Establishing a career resource center in a local educational agency is a viable method of providing students the information they need to make decisions about their careers.

The findings published herein synthesize the activities of 17 career resource center projects in Pennsylvania during fiscal 1973-74. Operational for one year, the centers were developed with funds under Section 142(b) of Part D of P.L. 90-576 (Vocational Education Amendments of 1968).

Three primary sources were used for the implementation of the 17 centers:

1. The evaluation by the Research Coordinating Unit of the five pilot career resource centers in Pennsylvania from 1970-1973.

2. Guidelines developed from the evaluation of the five pilot CRCs and the directors of the centers.

3. The consultant services of the five pilot CRC directors for planning and implementation. The directors of the five pilot CRCs are:

Edward Johnson	-	Greater Johnstown AVTS 445 Schoolhouse Road Johnstown, PA 15904
Norma Mountan	-	North Hills School District 4900 Perry Hwy. Pittsburgh, PA 15229
Kenneth Wallich	-	Springfield School District 111 W. Leamy Ave. Springfield, PA 19064
Barry Lutz	-	State College Area School District 131 W. Nittany Ave. State College, PA 16801
Edward Gordos	-	York County AVTS 2179 S. Queen St. York, PA 17402

The findings should be considered validated information for the successful installation and operation of a CRC.

PROCEDURES

Purpose

A career resource center exists to provide students, faculty, parents, and others career information that is current, accurate and readily understood. Further, the CRC is responsible for determining the informational needs of its clientele and providing career materials to meet the needs.

Selection of CRC Sites

In July 1973 Research Coordinating Unit Director Carroll A. Curtis suggested that the three vocational education field service offices select school districts that need a CRC and want to participate in the development of a model site. All of the school districts selected were inspected by the RCU staff and Elmer Hensler (vocational guidance consultant, Pennsylvania Department of Education). To be eligible for a grant of $10,056 (Part D-Exemplary Funds) each school district had to comply with the following regulations:

1. The president of the school board must agree to sign a project continuation agreement to operate the center for at least one fiscal year after June 30, 1974.

2. The guidance staff must agree to manage the CRC.

3. The school district must agree to set aside an area about the size of a regular classroom for the CRC.

4. The school district must follow the objectives and procedures stated in the proposal.

The following sites were selected by the Vocational Education Regional Field Offices and approved by the RCU:

Eastern Regional Field Services
Sydney Jaffee, Chief
4577 Tilgham St.
Allentown, PA 18104

Marlene Hecht
East Stroudsburg Area School District
North Courtland Street
East Stroudsburg, PA 18301

Ed Elder
Ephrata Area School District
803 Oak Blvd.
Ephrata, PA 17522

Sue Halderman
East Penn School District
640 Macungie Ave.
Emmaus, PA 18049

Joe Conway
School District of Cheltenham Twp.
Montgomery Ave. and High School Road
Elkins Park, PA 19117

Jean Sinclair
Tunkhannock Area School District
120 W. Tioga St.
Tunkhannock, PA 18657

Harry Scott
Wyoming Valley West School District
North Maple Avenue
Kingston, PA 18704

Central Regional Field Services
Lane L. Kemler, Chief
Tri County Bank Building
Buffalo Valley Shopping Center
Box 146
Mifflinburg, PA 17844

James Hock
Tuscarora School District
Box 149
Mercersburg, PA 17236

Wesley James
Carlisle Area School District
623 W. Penn St.
Carlisle, PA 17013

Betty Barrett
Towanda Area School District
North Fourth Street
Towanda, PA 18848

Shari Rogers
Penns Valley Area School District
RD 2
Spring Mills, PA 16875

Joe Tackler
Moutoursville Area School District
1304 Weaver St.
Montoursville, PA 17754

Western Regional Field Services
G. Floyd Dye, Chief
Vocational Education Field Services
Box 686
Diamond Building
Ligonier, PA 15658

John Choido
Farrell Area School District
Roemer Boulevard
Farrell, PA 16121

Charles Finley
Greater Latrobe School District
Box 452
Latrobe, PA 15650

Jean McClenathan
School District of Erie
1511 Peach St.
Erie, PA 16501

Kenneth Nusser
Hopewell Area School District
1215 Longvue Ave.
Aliquippa, PA 15001

Wanda Barricklow and Nancy Stoner
Connellsville Area School District
1135 Race St.
Connellsville, PA 15425

Francis Voyten
Ligonier Valley School District
Town Hall
120 E. Main St.
Ligonier, PA 15658

Administration of the 17 Model CRCs

Pennsylvania Department of Education staff members from the RCU and vocational guidance were responsible for the administration of the 17 model CRCs. Onsite visits and in-service meetings were held throughout the year. Emphasis was placed on carrying out the objectives formulated from an evaluation conducted by the RCU. The objectives of a CRC are:

1. To collect, evaluate and disseminate accurate and relevant career information.

2. To provide assistance to the center's clientele in locating, evaluating and using career information.

3. To help students integrate self-knowledge with relevant career information by providing counseling services.

4. To assist the faculty in intergrating information into their instructional activities to support the student's career development.

5. To assist parents in becoming active, concerned and understanding participants in the career development of their children.

6. To utilize community resources in fostering a better understanding of the relationship of education to work.

To enhance the implementation of the CRC concept, the experiences of the pilot CRC directors were used extensively throughout the year. The directors held three all-day in-service meetings with the guidance staff, CRC paraprofessionals and administrators. The following is a breakdown of the assignments for each CRC director and paraprofessional.

CRC Director

1. Establish a system for acquiring necessary resource information.

2. Develop a workable classification and storage system so that resource information is readily accessible.

3. Establish and maintain a good system of communications with all members of the faculty, counseling staff, administration and advisory committee(s).

4. Develop and maintain good rapport with the student body so that students feel free to take advantage of the center's services.

5. Establish a system, in cooperation with the administration, to provide students the necessary released time to use the center.

6. Accept referrals from the faculty, administration and counseling staff and when appropriate, keep persons making referrals informed concerning services rendered at the center.

7. Establish and maintain a good working relationship with the school librarian.

8. Keep career information current.

9. Work closely with the industrial and distributive education coordinators in assisting students with job placement. Placement activities will necessitate involvement with students, cooperative work programs, work-study programs, full-time employment after graduation and part-time employment while attending school and during summer vacation.

10. Visit all shops and classrooms to acquaint students and vocational instructors with services available at the CRC.

11. Keep a record of all students visiting the center and the services rendered.

12. Conduct follow-up surveys to determine the effectiveness of the center.

13. Prepare a monthly report on the center's development and use.

14. Report to faculty two or three times a year on activities and services available at the center.

15. Prepare public relation releases for the local press.

16. Become acquainted with the area's business/industrial community.

17. Be available to meet with civic, community and industrial groups to acquaint them with the CRC.

Paraprofessional

The paraprofessional's role is to help perform a variety of tasks which require knowledge of guidance and which directly relate to the work of the school counselor. Specifically, the paraprofessional will assume the following duties:

1. Work with students, individually and collectively, in the selection and use of career information resources as outlined in the CRC project.

2. Assist counselors, faculty and other significant groups in the selection and use of appropriate career information materials.

3. Establish lines of communication with persons and groups involved in the operation of the career resource center. This will involve local school personnel, representatives from the business and industrial community and consultants from the Pennsylvania Department of Education.

4. Correlate the information service with other guidance and school functions.

5. Organize the systematic selection, collection, utilization and dissemination of materials.

6. Provide the necessary in-service and orientation activities that fully define the purpose of the career resource center and explain its operation to students, staff members, parents, etc.

7. Develop activities (e.g., consultants, field trips, etc.) for the use of human resources.

8. Evaluate the operation of the career resource center.

9. Tabulate student responses as to the occupations they would like to have more information about.

10. Update all occupational files.

11. Obtain and maintain routine information on the scope and character of the world of work with current reference to employment trends, in accordance with instructions established by counselors.

12. Be able to use Dictionary of Occupational Titles.

FINDINGS

The findings section is structured to reflect the outcomes for the six CRC objectives previously stated. Thus, the outcomes of the 17 CRCs relating to each objective are reported separately. It should be noted that some CRC data was unavailable at the time of the analysis.

OBJECTIVE I. TO COLLECT, EVALUATE AND DISSEMINATE ACCURATE AND RELEVANT CAREER INFORMATION.

The following questions were asked and answered as a way to determine how the 17 career resource centers met Objective I:

Question 1. How was the software organized?

For the most part, all 17 CRCs purchased software suggested by the Research Coordinating Unit Guidelines for Establishing CRCs (see Appendix A). Free and inexpensive material, however, varied according to the emphasis of each CRC director. Table 1 shows the methods of software organization used by the CRC directors.

TABLE 1

Method of Software Organization

Number	Method
4	Alphabetic System
4	Bennet File Plan
3	Dictionary of Occupational Titles
2	Dewey Decimal System
1	Science Research Associates Plan
1	Subject Area
2	None

The Bennet File Plan and the alphabetic system were the most used methods of classifying career materials. Only two CRCs did not have a classification system in operation. As a CRC develops, more and more information is compiled. It then becomes necessary to implement a classification system.

Question 2. What were the results of the evaluation on the hardware and software?

Many of the CRC directors indicated that there was not enough time to properly evaluate the software and hardware. This situation was caused by the shortage and late arrival of materials ordered. Table 2 summarizes the evaluation of eight CRC directors.

TABLE 2

Summary of CRC Directors' Evaluation of Equipment and Materials

Item	Usage	Cost	Comments
Hardware			
Automatic sound filmstrip projector	High	$275 & up	Works well, light bulb has short life, excellent for junior high school.
Sound on slide projector	Average	$800 & up	Difficult to keep sound at prime level, records are easily scratched, picture is clear. Stimulates awareness and interest.
Tape recorders	High	$80 & up	Easy to operate, low maintenance.
Microfilm reader	Average	$100 & up	Easy to operate, low maintenance.
Film strip projector	High	$100 & up	Very popular, low maintenance.
Audio-deck head set	High	$40 & up	Low maintenance, used with cassette records and filmstrip projectors.
Reader-printer	Average	$400 to $1,600	Frequently needs repair, expensive to operate. Higher priced models have fewer repair problems.
Study carrel	High	$90 & up	Excellent for individual pupil work station, cuts down on distractions within the center.
Listening center	Average	$30 & up	Easy to set up. More than one student can participate at one time.

TABLE 2
(continued)

Item	Usage	Cost	Comment
Audiovisual Aids			
Pennscripts	Average to High	Free	Up-to-date local job information. Used more by older students, good reference.
Sound filmstrips	High	$42 & up	Frequently used, excellent quality.
Filmstrips	High	$15 & up	Very durable, most popular item in the CRC. High motivation.
Cassette tapes	High	$15 & up	Very popular, easy to use. Up-to-date.
Occupational view decks	Average	$145	Good for students to relate interests to occupations.
College view deck	Low	$320	Should be used only with staff assistance.
Sound on slides	High	$700 & up	Quality is average, very expensive.
Career Briefs			
Job experience kit	Average	$140	Excellent for hands-on experience in 20 occupations.
Occupational guidance units	High	$250	Good supplemental and detailed information.
Career brief kit	Average	$125	Excellent for exposure to jobs in broad fields.
Occupational exploration kit	Average	$125	Easy to use.
Career awareness and exploration kit	High	$80	Good introductory material for CRC.

TABLE 2
(continued)

Item	Usage	Cost	Comment
Handbooks			
College catalogs	Low	Free	Limited use below grade 9.
Occupational outlook handbook	Average	$8	Good for up-to-date coverage.
Encyclopedia of careers	Average	$25	Excellent reference.
Vocational guidance manuals	Low	$110	Limited use.
Career opportunities	High	$70	Can be used with groups. Provides supplementary information.

Question 3. How was the material disseminated?

The following summarizes the procedures used by the CRC to disseminate career information:

a. Pass out list of all equipment and material.

b. Enforce regulations for loan service.

c. Newsletters.

d. Bulletin board displays.

e. Radio and television announcements.

f. Local newspaper articles.

OBJECTIVE II. TO PROVIDE ASSISTANCE TO THE CENTER'S CLIENTELE IN LOCATING, EVALUATING AND USING CAREER INFORMATION.

The following questions were answered in regard to Objective II:

Question 1. How did you structure the CRC orientation for students and teachers?

For the most part, orientations were held separately for students and teachers. Many teachers and administrators were given the orientation first then used as resource people. Table 3 describes how students were scheduled into the CRC.

TABLE 3

Method of Scheduling Students for CRC Orientation

Number	Method
4	Small groups from study halls.
4	Small groups from regular classes.
2	Part of guidance curriculum.
1	Orientation during lunch time.
1	Individually scheduled appointments.
1	Informal walk-in.

In general the CRCs gave orientations to small groups of students from regularly scheduled study halls and academic classes. One director reported that giving orientations during lunch (career lunch) was very successful.

The structure of the CRC orientation took many forms. Since a CRC was a new concept for teachers, administrators and students, special strategies were used to present materials. Some major considerations were age level of student, size of school, CRC staff and schedule constraints. The following are different types of orientation strategies used by CRCs.

School A - small groups of students in grades 8 and 9 were taken from study halls and given a five-day orientation which included mini-units on *Why People Work, People See Things Differently*, and *Choosing a Job*. In addition, each student was given instructions on how to operate the audiovisual equipment and locate career information. Large groups of students in grades 8 and 9 came directly from classes to the CRC. Each item was explained. Examples of problems in locating materials were emphasized. Students also received *hands-on* use of material and equipment.

School B - regularly scheduled guidance classes in 7th and 8th grades were exposed to the following team plan:

- Review purpose and history of a CRC.
- Demonstration of equipment.
- Introduction to software.
- Explanation of how students may have access to the CRC and a few rules governing its use.
- Filmstrip entitled *The Connection* from Science Research Associates series *Work*.

School C - small groups of 8 grades received the following orientation:

- Giving their thoughts on the world of work.
- Taking the students' comments and relating them to:

  a. Why there is a center.
  b. Materials in the center and how they help students make future decisions.
  c. Filmstrip *Choosing Your Career*.
  d. Discussion of the filmstrip.

Deciding booklets were used with 7th graders. Since the basis of good decision-making is self-knowledge, discovering personal values was the goal of discussions about dislikes, attitudes, feelings and opinions.

Most CRCs used a formal method of orienting students. One CRC chose an informal method of an open-door policy allowing students to come in on their own. The average time for the orientation was three class periods and the average number of students per orientation was 10. Table 4 indicates that most of the faculty orientations were informal.

TABLE 4

Method of Faculty Orientation to CRC

Number	Method
4	Informal–teachers were not required to visit the center.
3	In-service day–all teachers received an orientation.
2	Each department received an orientation.
1	Team leader received an orientation.
1	Announced during faculty meetings.
1	Open during preparation time or free period.

Question 2. How were in-depth searches for job information conducted?

Due to the lateness of opening the CRCs in the school year and the newness of materials and equipment very little in the way of in-depth searches for job information was conducted. Three CRCs, however, managed to develop good outlines for students to use. The following outline was given to students in 6th grade English classes:

- Summary of duties (what the worker does).
- Most important personal traits required for this career.
- Values related to this job.
- Abilities required for this job.
- School subjects important in this career.
- Highest level of education required to enter this career.
- Working conditions.
- Hours, earnings, benefits.
- Outlook (opportunities in this field).
- Advantages and disadvantages.

A second outline was developed by a junior high social studies teacher, a third by a CRC director, (a copy of each is in Appendix B). All three research outlines differ in approach and academic level. For example, outlines A and B would be appropriate for a disadvantaged child, whereas outline C is directed to a college prep student. Each outline, however, has important components for a good career research report.

Question 3. What were the student attitudes toward the CRC?

All 17 CRCs indicated that student attitude toward the CRC is very positive. The main criteria used was the high number of students who made more than one visit to the center after the orientation. Some of the CRCs used variations of the evaluation form developed by the RCU to measure student attitude. This instrument basically measures the operational services of the center to provide up-to-date and accurate job information. All indications show very positive results on every item in the evaluation forms (see Appendix C).

OBJECTIVE III. TO HELP STUDENTS INTEGRATE SELF-KNOWLEDGE WITH RELEVANT CAREER INFORMATION.

The following questions were answered in regard to Objective III.

Question 1. How were lesson plans used by the CRC?

The Pennsylvania RCU suggested that the CRCs encourage classroom teachers to incorporate the use of career materials and equipment from the CRC into lesson plans. By doing this teachers can get the entire student body taking advantage of the facilities for career development. A good indication of a successful CRC is the number of teachers who use lesson plans built around the

CRC. Though a CRC is not big enough to accomodate the entire school population, at once, it can be used as a dissemination center where all the school population can be at some time or other exposed to career development materials. Sample of lesson plans and career unit outlines developed by classroom teachers in conjunction with the CRC can be found in Appendix D.

Question 2. What were the different types of aptitude tests, interest inventories, etc., used?

The CRCs were encouraged to use aptitude tests, interest surveys and other inventories to help guide students in career planning. Traditionally the guidance counselor administers such inventories to students mainly for the purpose of course selection. With the emphasis today on career development it has become increasingly more important to help students refine their career plans. The CRC offers an excellent opportunity for students to explore careers that relate to their aptitudes and interests. Ten of the 17 CRCs reported that career inventories were used to help students refine their career plans. Table 5 shows the rank order of the most used inventories:

TABLE 5

Rank Order of Most Used Career Development Instruments

Number	Description
6	Kuder Interest Inventory
5	Differential Aptitude Tests
3	Temperment Checklist
2	Ohio Vocational Interest Survey

OBJECTIVE IV. TO ASSIST THE FACULTY IN INTEGRATING INFORMATION INTO THEIR INSTRUCTIONAL ACTIVITIES TO SUPPORT THE STUDENT'S CAREER DEVELOPMENT.

The following questions were answered in regard to Objective IV.

Question 1. How were the teachers involved with the CRC?

The summary of the CRC directors' answers indicated that teachers used the CRC facilities in the following ways:

a. Lesson plan development.
b. Field trip briefings.
c. Meeting room for career resource persons.
d. Career days.
e. Borrowed audiovisual equipment.
f. Borrowed career materials.

Question 2. How were the teachers trained to use the equipment and materials?

The CRC directors indicated that the only training that took place was on individual request. The reason for the weakness in formal training was the fact that many teachers were able to work independently with career materials and audiovisual equipment.

Question 3. What was the teacher attitude toward the CRC?

All 17 CRCs indicated that the teacher's attitude toward the CRC was very positive. Two CRCs submitted the teacher evaluation results (see Appendix E).

OBJECTIVE V. TO HELP PARENTS BECOME ACTIVE, CONCERNED AND UNDERSTANDING PARTICIPANTS IN THE CAREER DEVELOPMENT OF THEIR CHILDREN.

The following questions were answered in regard to Objective V.

Question 1. What was the parent attitude toward the CRC?

All 17 CRCs reported that parental attitude was very positive. In short, the parental attitude was one of relief that this service was now available. Many said they wished they had the CRC service available to them while they were in school.

Question 2. Were parents involved in the CRC activities?

Summary of CRC director's successful activities for question 2:

- CRC open house for parents and students.
- CRC objectives and operating procedures were explained at PTA meetings.
- Pamphlets describing the purpose of the CRC were distributed to parents.
- Career nights for parents.

OBJECTIVE VI. TO USE COMMUNITY RESOURCES IN FOSTERING A BETTER UNDERSTANDING OF THE RELATIONSHIP OF EDUCATION TO WORK.

The following questions were answered in regard to Objective VI.

Question 1. What was the industrial community involvement?

- Frequent news releases of CRC activities and programs appeared in local newspaper and TV news programs.
- Pamphlets describing the objectives and procedures of the CRCs were distributed to community organizations and individual citizens.
- Speakers from business and industry were invited to talk with interested student groups.
- Field trips were taken to business and industrial sites.

RELATED INFORMATION ON CRCs

In addition to answering questions related to the six objectives, the CRCs were asked to include information on (1) career consultants, (2) evaluation instruments, (3) bulletin board displays, (4) floor plans and (5) plans for fiscal 1974-75. The following is a summary of the information received.

1. Career Consultant

The use of career consultants in the CRC is an excellent way for students to obtain realistic job information. It is important that certain procedures are followed when a career consultant is selected to speak to a group of students. The guidelines in Appendix F not only offer some helpful suggestions but contain an example of career consultant surveys.

2. Evaluation Instruments

A variety of instruments (see example in Appendix G) were developed by the 17 CRCs. Example A shows four general types of evaluation instruments used to determine the operational functions of the center; Example B is an instrument for evaluating films and filmstrips; Example C was used to evaluate individual lesson plans; Example D shows a CRC usage report.

3. Bulletin Board Displays

Bulletin board displays in the CRC, hallways and display windows are good ways to advertise the CRC offerings. Some CRCs made a point to develop weekly displays on different occupations. Examples of displays and ways to promote student interest in designing bulletin boards can be found in Appendix H.

4. Floor Plans

The Pennsylvania RCU suggested to the 17 school districts that, ideally, a CRC should be close to the other guidance facilities in the school. On-site visits to the CRC revealed that 12 centers were close to the guidance suites or on the same floor, two were in the library and three were on different floors or at the extreme ends of the building. Examples of floor plans are found in Appendix I. Example A shows a CRC in the guidance suite; Example B shows a CRC in a separate room about half the size of a classroom; Example C shows a science lab converted into a CRC.

5. News Releases

News releases and newsletters are excellent ways to advertise what the CRC has to offer. Appendix J contains a number of news releases about the CRCs and a newsletter developed by one of the CRCs.

6. Plans for Fiscal 1974-75

The following plans were indicated by many of the CRCs for fiscal 1974-75.

1. Expand the CRC into the senior high school and develop satellite centers in elementary schools.

2. Publish lists of all materials in the CRC so other schools can use them.

3. Develop a list of outside programs dealing with occupational training open to students.

4. Develop more curriculum materials for classroom teachers.

5. Involve more parents and community leaders in planning CRC activities.

APPENDIX A

Equipment and Material

EQUIPMENT

Unit	Vender and Description	Total Cost
2	DuKane Automatic Sound Filmstrip projector Cassette 28A11A @ $275.00 each	$ 550.00
3	Super Scope C 101 Cassette Recorder @ $43.50 each	130.50
1	Murdock Listening Center LC-MAD-IV @ $30.00 each	30.00
1	Murdock MAD1-1 Audio Deck (9 Headsets) @ $90.00 each	90.00
2	Kodak Ektalite 120 Readers @ $100.00 each	200.00
2	Bulletin Boards @ $25.00 each	50.00
2	File Cabinents @ $75.00 each	150.00
2	Units of Shelving @ $51.00 each	102.00
1	Pamphlet Rack @ $100.00 each	100.00
2	Porto-Carroll 660 Model @ $80.00 each	160.00
1	50 x 50 Dalite Video A Lenticular Screen @ $62.00 each	62.00
1	Bennent File Plan @ $20.00 each	20.00
1	Lighted Viewer @ $120.00 each	120.00
	EQUIPMENT TOTAL	$1,764.50

MATERIALS

Unit	Vendor and Description	Total Cost
	Cassette and Film Strip Sets	
	Guidance Associates Pleasantville, New York 10570	
1	High School Course Selection and Your Career @ $42.00 each	$ 42.00
1	Choosing Your Career @ $42.00 each	42.00
1	I Wish I'd Known That Before I Went to College @ $42.00 each	42.00
1	A Job That Goes Some Place @ $42.00 each	42.00
1	Linking Your Job and Your Life @ $42.00 each	42.00

Unit	Vendor and Description	Total Cost
1	Trouble at Work @ $42.00 each	$ 42.00
1	On the Job: Four Trainees @ $42.00 each	42.00
1	Your Future Through Vocational Education @ $42.00 each	42.00
1	You and Your College Entrance Exam @ $42.00 each	42.00
1	An Overview of Technical Education @ $42.00 each	42.00
1	Preparing for the Jobs of the 70's @ $42.00 each	42.00
1	What you Should Know Before You Go To Work @ $42.00 each	42.00
1	Your Job Interview @ $42.00 each	42.00
1	Job Hunting: Where to Begin @ $42.00 each	42.00
	McGraw-Hill Book Company 330 W. 42nd Street New York, N.Y. 10017	
1	Agriculture and Industry @ $57.50 each	57.50
1	Children's World Series @ $32.50 each	32.50
1	Community Helpers Set I @ $41.00 each	41.00
1	Community Helpers Set II @ $41.00 each	41.00
1	Types of Cities @ $57.50 each	57.50
1	Systems In Our City @ $49.50 each	49.50
1	Family Living Set II @ $57.50 each	57.50
1	Family Living Set III @ $57.50 each	57.50
1	School Series @ $57.50 each	57.50
1	World of Work Set I & II @ $110.00 each	110.00
1	World of Work Set III @ $110.00 each	110.00
	Educational Sensory Programming Route 1, Box 418A Jonesboro, Ak 72401	
1	Case 1 @ $105.84 each	105.84
1	Set of 6 Cassettes @ $29.40 each set	29.40
1	Case 2, 3, 4 and 5 @ $436.59	436.59

25

Unit	*Vendor and Description*	Total Cost
	Science Research Associates, Inc. 259 E. Erie St. Chicago, Il 60611	
1	Occupational Exploration Kit @ $107.00 each	107.00
1	Widening Occupational Roles @ $170.00 each	170.00
2	Job Experience Kit @ $130.00 each	260.00
1	Focus on Self-Development @ $212.00 each	212.00
	Harcourt Brace & Jovanovitch 757 Third Ave. New York, N.Y. 10017	
1	Psychology Today Game (Set of 10) @ $50.00 each	50.00
	Careers, Incorporated Box 135 Largo, Fl 33540	
1	Desk Top Career Kit (J.H.S.) @ $114.50 each	114.50
	Finney Company Minneapolis, MN 55401	
1	Occupational Guidance Series (5 Units) Plus Rack @ $320.00 each	320.00
	Superintendent of Documents U.S. Government Printing Office Washington, DC 20402	
2	Occupational Outlook Handbook @ $5.00 each	10.00
1	Dictionary of Occupational Titles (DOT) - 3 Volumes @ $10.00 each	30.00
	J. G. Ferguson Publishing Co. 6 N. Michigan Ave. Chicago, Il 60602	
1	Encyclopedia of Careers @ $10.00 each	10.00
2	Career Opportunities @ $12.00 each	24.00
	CCM Information Corporation 909 Third Ave. New York, N.Y. 10022	
1	College Bluebook @ $90.00 each	90.00

Unit	Vendor and Description	Total Cost
	Chronicle Publishing Company Moravia, N. Y. 13118	
1	College View Deck @ $85.00 each	85.00
1	Occupational View Deck @ $85.00	85.00
	Universal Publishing Company Moravia, N.Y. 13118	
1	Vocational Guidance Manual Set @ $107.00 each	107.00
	Guidance Associates Pleasantville, N.Y. 10570	
1	Careers in Depth Series (45 books) @ $145.00 each	145.00
	Educational Testing Services Princeton, N.J. 08540	
30	Deciding Booklets @ $2.00 each	60.00
	MATERIALS TOTAL	$3,710.83

APPENDIX B

Career Research Reports

Example B. Outline For Career Research

Name _____ Date _____

Career Choice _____

A. Summary of duties (what the worker does)

_____

_____

_____

_____

_____

B. Most important personal traits required for this career:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

C. Most important abilities required for this career:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

D. High school subjects important in this career:

1. _____ 3. _____
2. _____ 4. _____

APPENDIX B
(continued)

E. Highest level of education necessary to enter this career (check one):

8th grade_____ 10th grade_____ high school education _____

two years beyond high school_____four years college_____
more than four years college _____

F. Working conditions (setting geographic location):

_____

_____

_____

_____

_____

_____

G. Hours, earnings and benefits:

Present minimum $_____ Present maximum $_____
Typical hours_____
Benefits _____
Outlook (What are predicted opportunities in this field?)

_____

_____

_____

Advantages and Disadvantages

_____

_____

_____

Summary

Does it appear at the present time that this is a wise choice for me?

Yes_____ No_____ ?_____

References: (list the source you used) - Name and Copyright Date

1. _____

2. _____

3. _____

APPENDIX B
(continued)
Example C. Career Research
Project Information

Your research paper should include, in this order, the following materials:

1. Face page: print the title of the career you are researching; include D.O.T. number, your name and class period number.

2. Table of contents: not to be done until you have completed all of your research paper.

3. Write a short essay, of not less than 200 words, on *Why you chose that particular career?*

4. Write a job description, of not less than 200 words, describing the specific skills, tools, machines, traits, etc. that are necessary for that career (refer to D.O.T. number and its meaning as to training time, aptitude, interests, temperment, etc.).

5. You may also include newspaper articles or pictures from magazines. Do not mutilate or destroy magazines in our library. Those articles or pictures may point out, show or explain any particular uniform or clothing worn on that particular job. The articles or pictures may show tools or machinery used for that job. You may take on-the-job photographs of the career. You may use personal interviews, written or typed.

6. Write a brief paragraph or two about any place you may be visiting within the next 10 years. These plans may be educational, personal (marriage and family plans), leisure time activities.

7. List any schooling and subjects that you must complete to give you the necessary training or skills for your career. If possible, locate a specific school where you might receive your schooling, then estimate the total cost of your training. College training can be found in the **Chronicle Guidance Publications.**

8. List the names and addresses of at least three nonpartial or governmental agencies where you might find employment in your field. If you plan on being self-employed, consider other alternatives or memberships in research, sales, etc.

9. Write a letter of application or letter of inquiry to any one of the three agencies listed in question 8. Include a resume of your personal education and work experience. Also, include the names and addresses of three people who can vouch for your character. Include people in positions (status) that might help you.

10. A life-style evaluation form will be included with the career points and personal point columns completed and the career rating number established.

11. Make up a career cluster or list about 10 related careers that you might choose in case your chosen career is eliminated for economic or other reasons. These would be careers in which your skills and training would be useful.

APPENDIX B
(continued)

12. Bibliography, include: title of book, title of story, the author, the publisher and date of copyright.

13. Complete an application for employment.

NOTE: In writing your resume and completing your application for employment, assume you are 25 years old and have completed all of your education and training. If you plan marriage and family, or military service, include the necessary information. You might refer to question 6.

APPENDIX C

STUDENT EVALUATION
CAREER RESOURCE CENTER
Wyoming Valley West - 7th & 8th Grades
Summary of Student Replies

1. Have you used the career resource center? Yes 934 No 91
   If Yes, how many times? most within 10

2. Did you find the materials accessible and organized? Yes 696 No 34 Sometimes 204

3. Did you find the equipment in good work condition? Yes 825 No 14 Sometimes 95

4. Did you find the materials up-to-date? Yes 727 No 37 Sometimes 169

5. Did you find the information you needed? Yes 594 No 100 Sometimes 191
   If No, was there an attempt made to obtain the information? Yes 63 No 24 Sometimes 6

6. In assisting you to make a future career decision, which helped you most? (Place a 1 after the item which helped most, a 2 after the next best, a 3 after the next, and so on.) See Table 9.

   Career Books
   Career Pamphlets (Materials other than books)
   Cassette Tapes
   Filmstrips
   ___Pennscripts
   ___View Decks
   ___Career Kits

7. Do you feel that WVW has assisted you in your search and planning for a future career?

   804 Yes 175 No

8. How sufficient was the help you received in searching and planning for a future career?

   656 Adequate 305 Should have had more

9. How helpful was the meeting with the counselors in the CRC in helping you to understand what the CRC can do for you?

   I have a very good understanding of what the CRC can do for me. 750
   I am not too sure what the CRC can do for me. 188
   I have no idea what the CRC is about. 30

10. How useful would a CRC be to you during the years you are in high school?

    639 Very useful
    312 I will probably use it but could get along without it.
    44 I will have no use for it.

APPENDIX C
(continued)

11. How could the service offered by the CRC be improved? What could we do to help you with career planning that we are not presently doing? Can you suggest anything that would make our CRC more valuable to students? (Please use back of sheet if necessary)

(See recommendations.)

APPENDIX C
(continued)

CAREER RESOURCE CENTER EVALUATION FORM

1. How did you find out about the CRC?
   Teacher 46 Counselor 2
   Friend 22 Mr. Knorr 8

2. Did you find the information you wanted? Yes 62 No 2

   If no, was there an attempt made to obtain the information?
   Yes 1 No Sometimes 1

3. Did you find the materials easy to locate?
   Yes 40 No 6 Sometimes 1

4. Did you find the materials up-to-date?
   Yes 50 No 2 Sometimes 10

5. Check the items that you used in the CRC?
   10 Filmstrip (subject)_____

   10 Tape (subject)_____

   7 Job Experience Kit (subject) _____

   11 Reference Book (subject)_____

   15 Occupational Guidance Booklet _____ Pamphlet

   6 Microfilm 1 O.O.H. 2 Other

   9 View Deck 9 D.O.T. 15 Occupational Brief

   What grade are you in?_____

APPENDIX C
(continued)
STUDENTS GOING THROUGH CAREER CENTER BY GRADES

GRADE	TOTAL
9	156
8	3
7	7
6	0
	166

9th Grade		No. Students	Per Cent
No goal to a goal	=	63	44
Pregoal & post-goal (same)	=	73	47
No goal to no goal	=	13	8
Changed goal	=	2	1
		156	100

A total of 68 students had no goal prior to entering the career center. Upon completing the six sessions they had at least some sort of goal.

Seventy-three students had a pregoal and left with the same goal. The center seems to have solidified the choice.

Thirteen students had no goal and left with no goal.

Two students changed their mind concerning their choices.

Extra Activity	Number	Per Cent
Did extra activity	67	43
Did not do extra activity	89	57
	156	100

Sixty-seven students did an extra activity concerning their vocational choice (such as a career outline, research, poster, etc.).

Eighty-nine did no extra activity.

APPENDIX C
(continued)

REASONS GIVEN FOR VOCATIONAL CHOICE

	Number
No reason	77
Financial	14
Help Others	13
Recognition	13
Fun Job	8
Learn New Ideas	7
Variety	6
Security	4
Work Alone	3
Power–Authority	3
Own Boss	3
Adventure	3
Change	1
Gain Knowledge	1
	156

Seventy-nine students gave same reason for their choice of vocations. Seventy-seven students gave no definite reason for their choice.

The vocational career center seems to be performing a function which is necessary in industry today. Among some of the positive results it has achieved thus far are:

1. Exposed students to many jobs and vocations they previously were unfamiliar with.
2. Solidified vocational choices and gave students direction in reaching those goals.
3. Students who previously had given no thought to their future are now at least coming into contact with vocational possibilities and are beginning to think about certain vocational fields in regards to their human potential.
4. A number of students have changed their vocational goals in relationship to their findings about themselves and the world of work after six sessions in the career center.
5. Over 50 per cent of the students were able to give a reason for the vocational goal that they chose.

APPENDIX D
CRC Lesson Plans

Example A. Career and Self-development Course

Philosophy

In light of our highly developed technological age and the increasing diversity of occupational roles, it has become a pressing responsibility for the educational system to equip youth for effective adjustment to changing employment needs.

We must expose students to means whereby they can increase their self-awareness and career awareness in order to facilitate effective decision-making for the purpose of achieving realistic career goals.

Self-awareness Objectives

By completing the program, the students should:

1. Be able to recognize the difference between their interest and abilities (can state activities they enjoy, can state things they do well).

2. Be able to recognize their strengths and weaknesses and begin to build on these strengths and improve on those weaknesses which can be realistically overcome.

3. Start developing personal values and opinions and also put them into action (involving themselves in activities that are important to their value system and be willing to share their own views on appropriate occasions).

4. Work interdependently with others by mutually sharing experiences, feelings, ideas and responsibilities (can function in a group by using their personal skills and experiences and gain from others' contributions to the group task).

5. Accept and understand the existence of individual differences.

6. Develop an understanding of life styles as they relate to personal expression.

7. Realize that self-awareness is lifelong.

OBJECTIVES FOR UNDERSTANDING THE WORLD OF WORK

The student should:

1. Be able to recognize different career groupings (realistic, enterprising, clerical, artistic, social).

2. Realize that career awareness is a development process.

3. Understand that there can be personal fulfillment in a number of occupations.

4. Realize that jobs and job requirements are constantly changing (technology continually improves and effects change in work procedures; social changes create new jobs, etc.).

5. Realize that continued training or retraining may be necessary for people to adjust to job changes or job promotions.

6. Recognize that people work for different reasons and recognize the reasons why work is important.

7. Realize that the type of work affects one's life style, associates, where a person lives, etc.

8. Recognize that training and/or education affect *the point of entry* into the job market.

9. Develop an awareness of employment possibilities within the community (be able to name a number of places where employment and different types of jobs are available).

Vocational Planning Objectives

The student should:

1. Develop skills in exploring career information.

2. Relate educational choices with interests and abilities.

3. Recognize the interdependence between occupational and educational planning.

4. Recognize that plans are open to change and that redirection can be made at any place along the way in career development, but at the same time, understand that changes may become more difficult with the passage of time.

5. Develop personal autonomy in realistic decision-making.

6. Develop a tentative educational plan to enable achievement of realistic goals or alternatives (project an educational program related to interests).

APPENDIX D
(continued)

Example B. Four Teachers Taught Courses, Using the Facilities

1. A two-week elective mini-course was offered to all 8th graders by a social studies teacher who taught two classes a day in the center. Entitled *Careers*, the course was designed completely by the teacher. The paraprofessionals in the center helped orient the students to the use of the equipment and material. The students were required to research an occupation, interview someone in that occupation and write a paper. Unfortunately, at the time the course was taught, there was very little material in the center. However, the teacher feels the course was successful in getting students to think and plans to teach the elective unit again next year.

2. A 9th grade social studies teacher used the center for a nine-week course on *The Family*. The students spent most of the first week in the center trying to find appropriate occupations and financial incomes for their families.

3. Another 9th grade social studies teacher used the center to teach a three-week elective mini-course entitled *Today's Student–Tomorrow's World* and to get students to think about their future plans. He found the course successful and plans to use the center again next year.

4. A 9th grade mathematics teacher developed a program around careers for those students who were not planning on continuing with academic mathematics. He taught them mathematics related to their career goals and used the center to help students set some realistic goals for themselves. The teacher found the center very useful.

It should be reemphasized that these teachers developed and taught their own classes and did not wait for the staff of the center to tell them how to use the center. Many other staff members indicated an interest in the center but explained that they were committed to a specific program for the remainder of this school year. They agreed that the center would be useful to them next year in their course planning.

APPENDIX D
(continued)

Example C. Career Unit Outline

I. **Objectives**

A. General

1. To engage students in the process of self-assessment by helping them develop an awareness of their own interests, abilities, values and attitudes.

2. To help students relate their interests, abilities, values and attitudes to possible vocational and avocational areas.

3. To develop in students as many of the skills as they are ready for to help them be self-directing and autonomous in collecting information and planning for the future.

4. To help each student enhance his/her critical thinking ability.

B. Specific

1. Orientation to the CRC in a meaningful way which relates directly to the individual student's self-assessment and subsequent need for information.

2. To prepare each student to be involved in a responsible way in academic and vocational planning:

   a. Identification of interests.
   b. Awareness of values and how he/she expresses them.
   c. Knowledge of ability levels.
   d. Awareness of attitudes, their origin and expression.

C. Skills–Knowledge of and proficiency in:

1. Writing for information.

2. Making use of the CRC.

3. Questioning or interviewing resource people.

D. Understanding

1. Awareness of strengths and weaknesses.

2. Knowledge of requirements for future plans.

3. Development of a plan for high school which is appropriate for future plans so the student sees the relevance of one to the other and involves himself/herself in a responsible way in choices and decision-making.

II. Content

This is not an information imparting unit. Rather, students are guided through activities designed to help them discover things about themselves and then to relate this *self-understanding* to their immediate world and to the future.

A. Analysis of career possibilities today.

B. Individual Occupation Interest Inventory.

1. Fields of interest.
2. Types of interest.
3. Level of interest.
4. Transfer of interest scores to possible careers.

C. Exercise to determine student's values and attitudes.

D. Exercise to examine student's ability and achievement level.

1. Encourage self-examination.
2. Situation evaluation by student.

E. Developing skills used in finding careers.

1. Letter writing.
2. Career research.
3. Role playing (interviewing).

F. Scheduling

1. Introduction of program studies.
2. Tentative four-year plan.
3. Scheduling for 10th grade.

III. Teaching Procedures

A. Initiatory Activities

1. Explanation of unit objectives.
2. Filmstrip–*Your Career Today.*

B. Developmental Activities.

1. Interest inventories.

a. Testing.
b. Scoring.
c. Evaluation.

2. Value identification.

3. Attitude identification.

4. Ability and achievement assessment.

    a. Reviews of previous testing.
    b. Situation evaluation.

5. Skills.

    a. Career research techniques.
    b. Letter writing for career information.
    c. Role playing.
    d. Interviewing and questioning.

C. Culminating Activities.

1. Filmstrip–*Choosing Your Career.*

2. Reporting on information acquired through use of skills on career area of interest to student.

3. Planning future course of study.

D. Evaluation.

A student questionnaire included in the student workbook will be collected and analyzed at the end of the unit. Teachers will be asked to evaluate the unit, and counselors also will evaluate its effectiveness in helping students with a four-year plan and 10th-grade schedules.

APPENDIX D
(continued)

Example D. Career Education - Cognitive and Affective Objectives

I. *Appreciation and Attitudes* - To understand the importance of work in one's life and resulting need to make a meaningful career choice.

II. *Self-awareness* - Develop self-perception of abilities and interest as related to actual career requirements.

III. *Career Awareness* - To understand the relationship between interests and abilities and career clusters.

IV. *Educational Awareness* - To identify present life style and conditions that determine that style.

V. *Decision-making* - To apply decision-making process to study of careers.

VI. *Economic Awareness* - To understand *economic* potential as related to career cluster, i.e. to relate the cost of entering a field to future expected income.

General Objective: Deciding why work is important.

Time: One day

Specific Objectives:

The student will write short essay of no less than 200 words on *Why People Work*. He or she will categorize all the reasons why people work.

Given proper instruction on how to create a visual concept, the student will then draw a visual concept of *Why People Work*.

The student should be able to identify the four basic categories (or reasons) why people work:

1. Economic reasons–necessities of life.
2. Luxuries.
3. Social reasons.
4. Psychological reasons.

General Objectives: To further explore the concept of why people work.

Time: One day.

Specific Objectives:

Given a three-page reading written by A. H. Moslow and entitled *You and Your Work*, the student should be able to (1) define a complete person, (2) define the three basic needs, (3) list and define the five facets of happiness.

Activity I.

Given a dittoed survey questionnaire listing and explaining the five facets of happiness, the student will interview four working adults and record their responses to the questions.

The students will then compile and analyze the responses. Generalization can be made from them with the five facets of happiness.

A final ditto of all classes will be distributed to all students. Conclusions can be formed from them.

General Objectives: Self-analysis of the students own happiness goals.

Time: One day

Specific Objectives:

The student will consider the five facets of happiness carefully and list them in sequence of importance to him/her. Then he/she will briefly explain the importance of each to his/her own life.

General Objectives: Self-inventory–knowing and understanding oneself.

Time: Three days

Specific Objectives:

Given a reading (pages 85-86) explaining the purpose of the **Value Appraisal Scale**, the student will be able to respond to the direction in answering the 100 questions appraising his/her values.

Having completed the **Value Appraisal Scale**, the student will be able to score his/her own test, plot the scores on a profile scale and interpret the results.

General Objectives: To prepare the student for the labor market.

Time: Three days

Specific Objectives:

To introduce a multimedia approach to seeking information about the job market.

To familiarize the student with help-wanted ads in newspapers and periodicals.

State employment services (public)
Private placement agencies
School placement services
Letter of inquiry

APPENDIX D
(continued)

Example E - Overview - 18 Steps in Getting a Job

General Objectives:

To give the students an overview of a specific plan to follow in seeking employment.

Time: Three days

Specific Objectives:

Given 18 suggested steps to follow in getting a job, the student should be able to correctly list the 18 steps in order.

Materials: 18 posters, *Getting a Job* by Walsh Publishers.

18 illustrations:

1. Survey the Job Market
2. Rate Yourself
3. Study the Company You Like
4. Salaries and Benefits
5. Advancement Changes
6. Measure Your Skills and Their Needs
7. Write a Resume
8. Prepare Work Samples
9. Letters of Application
10. Permission for References
11. The Interview
12. Arrive Early
13. Think Ahead
14. Review Proper Etiquette
15. Playing Your Part
16. When It's Over
17. Leaving Graciously
18. Follow-up

Skill Development:

Writing a research paper on a career.

General Objective:

To provide the student an opportunity to explore a career that interests him/her.

Time: Overall–three-four weeks.

Specific Objectives:

Given proper instructions, the student should be able to refer to career research information.

APPENDIX D
(continued)

Example E
(continued)

Instruction in the use of the *Dictionary of Occupational Titles* (handouts available).

Time: Two-three days

D.O.T. - Includes descriptions of 21,741 jobs.

Vol. I Information on jobs listed as to *what* is done, *how* it is done and *why* is it done.

Job description should include:

Training Time - General Educational Development; Specific Vocational Preparation (Vol. II pages 651-652).
Attitude–Skills involved - ability to learn and perform.
Interest–How well do you like the job?
Temperment–Self-control.
Physical Demand–How hard will you work?
Working Conditions–Inside or outside.
What industry this job will be found in.
Work performed.

001,181 analogy-golf score - football score.
0 - 8 scale - 0 highest, 8 lowest.

Definition of Job.

Reference:

Vol. II Page 214 - Index for Jobs.

APPENDIX D
(continued)
Applications and Interviews
Example F - I. The Application Form

Here are a few pointers for you to consider, whether you fill out an application form at home or at the employment office:

1. Be sure to notice whether your last name is to be written first or last.

2. Determine whether you should write on the line following the questions, on the line above or the line below.

3. Complete each question with a dash, even if the question does not refer to you. For example, if a question asks how many children you have and you have none, make a dash rather than leave the *children* space blank. This indicates to the employer that you read the question but it does not apply to you.

4. Take along information that correctly answers questions that are common to nearly all such forms: names and addresses of former employers, dates of employment, etc.

5. Read each question at least twice.

6. Check your grammar and spelling.

II. The Interview

Preparing for a job interview is important. There is no hard and fast rule on how to go about it because a lot depends upon the job for which you will apply. A laborer would not dress as a businessperson when applying for a job, nor would a secretary dress like a shop worker. However, neatness, alertness, sincerity, inoffensive actions and confidence are prerequisites. The following list contains some of the recognized principles that should be followed to prepare yourself for a successful interview:

1. Know what the employer sells or manufactures, who buys the products or services, how the products are made or the services are performed.

2. Decide why you want to work for this particular employer.

3. Know the names of the executives, particularly the one you are going to see.

4. Summarize your qualifications and be able to state them concisely and intelligently. Include part-time, extracurricular and volunteer experiences.

5. Practice sitting and standing, entering and leaving a room. Remember, the interviewer will be watching–so don't drag your feet: Be poised at all times.

6. While waiting in the outer office, watch what goes on around you. Read company literature.

7. Be sure to take the following things with you: (a) pen, pencil and note pad; (b) your Social Security card; (c) your resume or personal data record: (d) at least one letter of introduction or reference from someone known to the employer, if possible; (e) samples of your work, attractively presented, (this applies to artists, writers, photographers, etc.); (f) your military records and discharge papers; (g) birth certificate, and (h) working papers if they are needed.

APPENDIX D
(continued)

8. Go alone.

9. Arrive a few minutes early. Telephone if you are detained.

10. Your appearance will be greatly influenced by the job for which you are applying. In general, follow these suggestions:

    - Neatness and cleanliness cannot be overemphasized.
    - Wear appropriate attire.
    - Do not chew gum or smoke.
    - Be reserved in grooming and the use of cosmetics.

During the interview follow these rules and ideas:

- Don't show annoyance or restlessness while waiting.
- Smile and give your name distinctly when greeting the interviewer.
- Never address the interviewer by his/her first name unless you're asked to do so.
- Do not look at or touch anything on the interviewer's desk.
- Don't hang up your coat unless you're asked to.
- Don't use a desk as a hat rack.
- Don't sit until you're asked.
- Watch the interviewer's mannerisms and general attitude.
- Look directly at the interviewer when talking.
- Avoid using slang expressions.
- Never criticize others (including former employers).
- Be specific when answering questions, be factual and do not exaggerate previous salaries.
- Show interest and enthusiasm.
- Never discuss personal problems.
- Be able to relate your qualifications and experiences readily. If you have never worked steadily before, relate volunteer, extracurricular and part-time experiences.
- Never beg for a job nor be boastful.
- Do not contradict the interviewer.
- Ask what duties you might perform.
- State salary desired, but be realistic in your demands.
- If salary offered is starting salary, ask what raises can be expected and when.
- If you are asked for additional information, send it promptly.
- Suggest when and where the interviewer might contact you if need be.
- Leave promptly when the interview ends.
- Express your thanks for the interview.
- Do not show disappointment if you are not offered a position.
- If you are hired, make sure you have a definite understanding as to your duties, like when you start, with whom you will work, etc.
- When leaving, thank the receiptionist or secretary who introduced you.

APPENDIX D
(continued)

PERSONAL DATA SHEET

NAME:	Joseph L. Zooch	AGE:	17 1/2 years
ADDRESS:	0001 E. Main St.	WEIGHT:	160 pounds
	Ligonier, PA 15658	HEIGHT:	5 feet 11 inches
PHONE:	238-0001	HEALTH STATUS:	Excellent

EDUCATION:

Senior at Ligonier High School, completing the following three-year program: English–3 years; French–2 years; American history–1 year; world cultures–1 year; POD/economics-1 year; biology–1 year; algebra–1 year; business math–1 year; GBT–1 year; business law–1 year; office machines–1 year; typing–2 years; shorthand–1 year; health education–1 year; physical education–3 years; chorus–3 years.

Awarded "A" pin for 100 per cent attendance during junior year.
Vice-President of Secretaries Club–one year.

EXPERIENCE:

Clerk at Diamond Department Store during summer vacation, 1968. Performed general clerical activities; operated mimeograph and adding machines.

Member of Dramatics Club; helped to advertise senior play and sell tickets; operated mimeograph machine to make copies of circulars and used calculator to help keep records of ticket sales.

SPECIAL SKILLS:

Trained in the operation of Divasumma (printing calculator), Executary (dictaphone), Educator (rotary calculator), Ditto, Roneo (mimeograph), Ten-Key Adding-Listing, Full-Keyboard Adding Listing (semiautomatic), and typewriter (electric and manual). Typing speed–60 words per minute.

REFERENCES:

_____,business teacher, Ligonier High School, Ligonier, PA
_____,counselor, Ligonier High School, Ligonier, PA
_____, recreation director, town hall, Ligonier, PA

APPENDIX D
(continued)

III. Personal Data Sheet

A. In applying for a job you should first send a letter of application in which you request an interview not a job. An investigation of the different types of letters of application shows that employers prefer a short one that includes personal qualifications, educational background and work experience.

0001 E. Main St.
Ligonier, PA 15658
September 20, 1969

Mr. John H. Jones
Personnel Director
X-Y-Z Manufacturing Co.
Ligonier, PA 15658

Dear Mr. Jones:

For a long time I have had great respect for your company as the largest manufacturing firm in Ligonier and hoped that someday I might be one of your employes.

Next month I expect to receive my diploma from Ligonier High School. I have prepared for the clerical field and would like to obtain employment as an office machine operator. I would be grateful to you if you would consider me an applicant for such a position with your firm. Enclosed is a personal data sheet which indicates my qualifications for this work.

I would be happy to come in for a personal interview to discuss my qualifications in greater detail. I may be contacted by writing to the above address or by phoning 238-0001.

Thank you for your kind attention.

Yours very truly,

(Signature)

Joseph L. Zooch

APPENDIX D
(continued)

Example G - How to Use the Dictionary of Occupational Titles

1. Start with volume II.

2. Examine the list of three-digit occupational groups on pages 3 to 24. Copy the code numbers of all occupational groups in which the client thinks he/she might find an appropriate occupation.

3. Look up each selected code number in the more detailed list of occupations on pages 33 to 213. Note all the occupations listed under the three-digit code numbers selected. Copy the code number and title of each occupation which the client thinks might offer a possibility.

4. Examine the worker-trait groups on pages 215 and 216. Copy the names and page references for all worker-trait groups in which the client thinks he/she might find an appropriate occupation.

5. Look up each selected worker-trait group on the designated page.

6. Under each worker-trait group read the brief descriptions of work performed, worker requirements, clues for relating applicants and requirements, training and methods of entry, and related classifications. Examine the qualifications profile in which the usual qualifications are indicated by letter and number symbols. Refer to pages 651 and 656 to find what the symbols mean.

7. Under each worker-trait group look on the next page for a list of occupations. Copy the code number and title of each occupation which the client thinks might offer a possibility.

8. Look up each selected occupational title in volume I of the D.O.T. Read the description of the occupation. Look up each related occupation to which the description refers. This will take time. The selection of anything as important as an occupation ought to take time.

9. Eliminate those occupations which the client is certain he/she should not enter.

10. Arrange the remaining occupations in order of the client's present interest.

11. Investigate each occupation on the list until the client finds one that suits him/her or exhausts the list. Follow the suggestions below in the section, *The Tentative Choice.*

12. If the client can find nothing appropriate on the list, suggest that he/she compile a new list by browsing through the complete classified list of occupations on pages 33 to 213 of volume II. If the client is attracted to any major industry, he/she can find on pages 531 to 635 a list of occupational titles arranged by industry, followed by an industry index on pages 637 to 639. For example, here are listed more than 75 occupations in air transportation, more than 100 occupations in radio and television broadcasting, more than 150 occupations in banking, and more than 350 occupations in printing and publishing. Here also are seven pages of occupations likely to be found in any industry.

When the new list has been compiled, repeat steps 8 to 11 above.

APPENDIX E

Faculty Evaluation of the CRC

Faculty members were asked to complete a questionnaire on their attitude toward the center and its potential. The results are:

Total number of faculty - 52
Total number of responses - 34

		Yes	No
1.	Have you ever visited the CRC?	29	5
2.	Do you feel it is a worthwhile project?	34	0
3.	Have you used the center for any reason this year?	17	17
4.	Would you consider using the CRC in the future?	34	0
5.	Would you consider the possibility of using the center as a career resource for your classes?	29	1

6. Suggestions and/or criticisms . . .

Many of the teachers made no comments in this section. Those who did, suggested a larger area for the center and praised its staff for the effectiveness of the facility.

From a total of 52 faculty members, 34 (65 per cent) responded when they were requested to complete the questionnaire.

From the returns, it was found that 85 per cent had visited the CRC sometime during the year. It is remarkable that 100 per cent of the respondents felt that the center was a worthwhile project and would consider using the facility in the future. Also, 50 per cent had actually used the center since its opening, while 82 per cent felt they would consider using the center as a career resource for their classes.

Although only 65 per cent responded to the survey, it would appear that basically the CRC enjoys a fairly good degree of acceptance by the faculty.

APPENDIX E
(continued)

Example A. Career Resource Center Teacher Evaluation

1. Did you utilize the CRC's facilities?

   Yes___ No___ Sometimes___

2. Did you encourage any of your students to visit the CRC?

   Yes___ No___ Sometimes___

3. Do you feel career education is important in curriculum?

   Yes___ No___ Sometimes___

4. Are you willing to participate in the CRC's activities?

   Yes___ No___ Sometimes___

5. Are there any particular careers you would like more information on? (Please list.)

APPENDIX F

A MODEL FOR CAREER CONSULTANTS

KEEPING THE STUDENT IN MIND

Keeping the thought in mind that career consultants are realistic role models of specific jobs, it is important to recognize that there will be, in many instances, an identification process occurring between students and career consultants. Thus, the student's encounter with a career consultant becomes meaningful when the consultant presents his/her own career to the students. The consultant otherwise might become easily misdirected and infatuated with a job or career, seeing the glamor, benefits, and other rewards which come only after sweat, toil, hard work and certain proficiencies have been achieved.

To be sure, information provided by the career consultants can help students become more aware of vocational realities. They can begin to develop a preconceived notion of what to expect in the world of work outside the classroom, thus reducing the odds that they will encounter unnecessary disappointments and anxieties. At the same time, they will be better prepared to take appropriate steps in career planning and development and avoid wrong or poorly chosen educational training or job placement programs. *Telling it like it is* would be the better approach for career consultants to take with students.

SUGGESTED GUIDELINES

1. Attempt to restrict information about jobs and careers to the local area before expanding it beyond the immediate geographical area.

2. Explain typical work days for someone in the job (beginning of the work day to quitting time). Discuss the purpose and means of interaction between someone in your job and those in other jobs.

3. Discuss typical problems connected with your job. Discuss a crisis situation which you have experienced in your job.

4. Talk about tools, equipment and knowledges one uses to deal with problems on the job.

5. Talk about the people you serve and why there is a need for your services.

6. Discuss the different occupational and/or educational routes that one might take to get into the particular career.

7. How can one advance in the career and what is the usual procedure for advancement in your own career? (Stress hard work, achievement and time on the job.)

8. In retrospect, discuss what you would have liked to have known about your occupation before you entered it. Knowing what you know now, would you have done anything differently?

9. What are your greatest personal satisfactions other than those directly related to salary?

10. What impact has automation had on your career area?

11. You might discuss *back-scratching* methods as they may occur in your job. Present advantages and disadvantages.

FOCUS ON THE STUDENT - PRESENT AND FUTURE LIFE

As a career consultant, you are seen by the students as both a model of a worker and an expert in your career area. Questions the students ask most frequently reflect their sometimes misunderstood belief that a college or two-year technical school program is the only way to enter an occupation if one lacks job experience. Making students aware of on-the-job training and how to go about becoming a candidate for such a program would be helpful.

Helping students understand that hard work and achievement are the best indicators of a good employe would be a major task for a consultant. These are the traits that an employer evaluates continuously and uses as a basis for promotion or release. Relating this information in the form of hard facts would best be accomplished by exposing students to experiences you yourself have had and know about.

APPENDIX F

Example A - Career Consultant Survey

An excellent way for you to learn about an occupation is to talk with someone who works in it.

Listed below are some occupational fields. If you would like to meet with a person working in a particular occupational field, please complete this form and return it to the CRC.

If a sufficient number of students express interest in an occupational field, the CRC staff will arrange for a speaker to visit our school and discuss career opportunities.

NAME _____ HOMEROOM _____

I am interested in meeting with a representative knowledgeable in the following occupational field(s). Check three or less.

1. ___ Accounting
2. ___ Advertising
3. ___ Agricultural Engineering
4. ___ Agricultural Extension
5. ___ Agronomy
6. ___ Armed Forces (specify branch)
7. ___ Architecture
8. ___ Art, Commercial
9. ___ Automotive Repair
10. ___ Automotive Sales
11. ___ Banking
12. ___ Barbering
13. ___ Biology
14. ___ Building Construction
15. ___ Chemical Engineering
16. ___ Civil Engineering
17. ___ Chemistry
18. ___ Computer Programming
19. ___ Cosmetology
20. ___ Dentistry
21. ___ Drafting
22. ___ Electronics
23. ___ Floriculture
24. ___ Geology
25. ___ Guidance Counseling
26. ___ Health Services
27. ___ Horticulture
28. ___ Hotel/Motel Occupations
29. ___ Industrial Engineering
30. ___ Interior Decorating
31. ___ Journalism
32. ___ Landscape Architecture
33. ___ Law
34. ___ Library Science
35. ___ Marketing
36. ___ Mechanical Engineering
37. ___ Medicine
38. ___ Nursing
39. ___ Optometry
40. ___ Physical Education
41. ___ Psychology
42. ___ Public Service
43. ___ Radio/TV Broadcasting
44. ___ Restaurant Management
45. ___ Social Service
46. ___ Teaching
47. ___ Theatre Arts
48. ___ Veterinary Medicine

APPENDIX F

Example B (continued)

Code	Career	Room No.	Period	Speaker	Teacher
11	Accounting, Bookkeeping	F-211	2, 3, 4	William Weaver	Mr. Felbaum
11	Accounting, Bookkeeping	F-213	2, 3, 4	John L. Pollock	Mr. Bratigan
12	Advertising and Photography	F-201	2, 3, 4	David J. Rennie	Mr. Klim
13	Agriculture	L-206	2, 3, 4	William Kelley	Mrs. Stover
14,57 58,59	Air Conditioning, Plumbing Refrigeration; Bricklayer, Carpentry, Cabinetmaking	B-110	2, 3, 4	George Sharp Earl Lloyd	Mr. Ryder
15	Airline Hostess	L-106	2, 3, 4	Liz McKinney	Mr. Findley
16	Architect	L-102	2, 3, 4	William Roach	Mrs. Cavanaugh
17	Armed Forces	Cafeteria	2, 3, 4	Guy Savasta	Mr. Barron
18	Artist	L-104	2, 3, 4	Lloyd Dahlem	Mr. Baluh
19	Athlete	L-108	2, 3, 4	Albert Smith	Mrs. Aromatorio
19	Athlete	L-114	2, 3, 4	Robert Rosborough	Mr. Henderson
20	Auto Mechanics	B-112	2, 3, 4	John E. Marino	Mrs. Gadd
20	Auto Mechanics	L-116	2, 3, 4	Thomas D. Lewis	Mr. Markiewicz
21	Aviation	A-203	2, 3, 4	Bruce Woodward	Mrs. Barnes
22	Baker, Cook, Dietitian, Food Service	S-202	2, 3, 4	Kay Bishirjian	Mr. Zera
23	Retail Merchant - Cashier Retail Sales	L-200	2, 3, 4	Edward McDowell	Miss Dunlap
24	Chemist	L-202	2, 3, 4	James Kratofil	Mr. Reiner
25	Secretarial - Medical Legal, Clerical Worker	L-105	2, 3, 4	Diane F. Greubel	Mr. Menarcheck
26	Data Processing	L-204	2, 3, 4	David R. Magoon	Mr. Dillon
27	Dentist - Dental Hygienist	L-212	2, 3, 4	Dan Picciano	Mr. Froen
28	Draftsperson	S-208	2, 3, 4	Leon Kosker	Mr. Eckert
29	Dressmaking, Designing, Seamstress	S-211	2, 3, 4	Sister Mildred	Mr. Grot

APPENDIX F

Example B (continued)

Code	Career	Room No.	Period	Speaker	Teacher
30	Electronics - Electrician	L-209	2, 3, 4	Ronald Ferguson	Miss Betts
30	Electronics - Electrician	L-211	2, 3, 4	Robert E. Smith	Mrs. Horstman
31	Engineering	L-214	2, 3, 4	James W. Heaton	Mrs. Canterna
32	Fish and Game Warden	Left Audion	2, 3, 4	Robert Buss	Mr. Cantini
33	Forestry	L-100	2, 3, 4	Pete Spangler	Mr. Harvey
33	Forestry	S-102	2, 3, 4	John Gillespie	Mr. Lucas
34	Insurance	Library Guidance Room	2, 3, 4	Joseph Wargo	Mr. Watson
35	Interior Decorating	Library	2, 3, 4	Tom Burak	Mr. McFarland
35	Interior Decorating	Library Reading Room		John Strang	Mr. Davis
36	Journalism	S-213	2, 3, 4	Paul Heyworth	Mr. Rullo
37	Laboratory Technician	S-215	2, 3, 4	Ralph Jenko	Miss Kitko
38	Lawyer	S-217	2, 3, 4	Ned J. Nakles	Mr. Roadman
38	Lawyer	S-100	2, 3, 4	Leonard Reeves	Mr. Franks
39	Machinist-Tool and Diemaker	B-114	2, 3, 4	Ted Caldwell	Miss Bell
39	Machinist-Tool and Diemaker	S-104	2, 3, 4	Kenneth Carns	Mr. Bollinger
40	Mortician	B-109	2, 3, 4	R. W. Dell C. Pantalone Emory James	Mr. Etling
41	Music	L-215	2, 3, 4	Fred Moleck	Mr. Albaugh
41	Music	S-105	2, 3, 4	Sister Helen	Mr. Mikula
42	Nursing	Right Audion	2,3,4	Ann Guzik	Mr. D. Hart
43	Pharmacy	S-109	2, 3, 4	Jack Kay	Mr. Pipak
44	Physical Education and Recreation	S-111	2, 3, 4	Robert Stoner	Miss McIlvanie
		S-106	2, 3, 4	Oland Canterna	Mr. Luxner
45	Physical Therapy	S-117	2, 3, 4	Diane Walter	Mr. Lasser
		S-115	2, 3, 4	Clara Hunter	Mr. Schaller
46	Physician and Surgeon	B-204	2, 3, 4	H. Speedy	Mr. Krall

APPENDIX F

Example B (continued)

Code	Career	Room No.	Period	Speaker	Teacher
47	Police Officer and Detective	B-205	2, 3, 4	John Smetanko	Mrs. Yourish
47	Police Officer and Detective	B-207	2, 3, 4	Francis Plyer	Mrs. Samuel
48	Psychologist-Mental Health	B-209	2, 3, 4	John George	Mrs. Andros
48	Psychologist-Mental Health	B-202	2, 3, 4	Betty Todd	Mr. Neff
49	Radio-Television Broadcasting Technician	B-106 B-108	2, 3, 4 2, 3, 4	Harold Brown	Mr. Gontis Mr. Marshall
50	Religious Worker - Clergy	S-108	2, 3, 4	Rev. C. Buell	Mr. Altimus
51	Social Work	I-218	2, 3, 4	Betty Treager	Mr. Auman
52	Teaching	B-211	2, 3, 4	D. Troutman	Mr. Bates
52	Teaching	B-213	2, 3, 4		Mrs. Lattanzio
53	Truck Driver	B-216	2, 3, 4	H. Campbell	Mr. Halula
53	Truck Driver	B-217	2, 3, 4	E. Hudimac	Mrs. Miller
54	Veterinarian	B-115	2, 3, 4	Mountan	Mr. D. Graham
55	Welding	B-102	2, 3, 4	Ed Gunter	Mr. Hull
56	X-ray Technician	B-104	2, 3, 4	Dave Mellquist	Mr. Ruffner

57, 58, 59 (See page one.)

APPENDIX G

CRC Evaluation Instruments

Example A - Career Resource Center Questionnaire

Grade_____

1. Have you visited the career resource center? Yes___ No___

2. My knowledge about the *world of work* has increased as a result of my visit to the career resource center. Yes___ No___

3. As a result of visiting the career resource center, have you become more interested in seeking specific or general career information? Yes___ No___

4. After exploring your interests in one field, were you curious about other fields? Yes___ No___

5. Did you find information easy to locate in the career resource center? Needed help___ Needed some help___ Needed no help___

6. Using a check mark in the appropriate column, please rate the equipment and resources in the career resource center as they met your personal needs.

	Good	Fair	Poor	Does not apply
Career reference books	___	___	___	_____
Occupational files	___	___	___	_____
College catalogs	___	___	___	_____
Technical school information	___	___	___	_____
Career game	___	___	___	_____
College view deck	___	___	___	_____
Interest inventories	___	___	___	_____
Hall Occupational Orientation Inventory	___	___	___	_____
Reader-printers	___	___	___	_____
Interview cassettes	___	___	___	_____
Filmstrips	___	___	___	_____
Career center personnel	___	___	___	_____

7. Please check your reason or reasons for visiting the career resource center:

Counselor's suggestion___
Teacher's suggestion ___
Parent's suggestion ___
Friend's suggestion ___
My own choice ___

8. I spoke with my counselor about the information I used in the center. Yes___ No___

9. The career resource center has been helpful to me. Yes___ No___

10. If you haven't visited the career resource center, why?

APPENDIX G
(continued)

Example A - Career Resource Center Questionnaire

Grade____

1. Have you visited the career resource center? Yes___ No___

2. My knowledge about the *world of work* has increased as a result of my visits to the career resource center. Yes___ No___

3. As a result of visiting the career resource center, have you become more interested in seeking specific or general career information? Yes___ No___

4. After exploring your interests in one field, were you curious about other fields? Yes___ No___

5. Did you find information easy to locate in the career resource center?
Needed help____ Needed some help____ Needed no help____

6. Using a check mark in the appropriate column, please rate the equipment and resources in the career resource center as they met your personal needs.

	Good	Fair	Poor	Does Not Apply
Career reference books	____	____	____	_____
Occupational files	____	____	____	_____
College catalogs	____	____	____	_____
Technical school information	____	____	____	_____
Career game	____	____	____	_____
College view deck	____	____	____	_____
Interest inventories	____	____	____	_____
Hall Occupational Orientation Inventory	____	____	____	_____
Reader-printer	____	____	____	_____
Interview cassettes	____	____	____	_____
Filmstrips	____	____	____	_____
Career center personnel	____	____	____	_____

7. Please check your reason or reasons for visiting the career resource center:

Counselor's suggestion____
Teacher's suggestion ____
Parent's suggestion ____
Friend's suggestion ____
My own choice ____
Had to ____

8. I spoke with my counselor about the information I used in the center. Yes___ No___

APPENDIX G
(continued)

9. The career resource center has been helpful to me. Yes___ No___
If you haven't visited the career resource center, why?

10. The information I used in the career resource center was helpful to me in making a decision in which of the following areas?

Course selection ___
College plans ___
Vocational plans ___
Technical/business school plans ___
Other ___
Please indicate:

11. Please check any/all activities of the career resource center that have been meaningful to you. If you did not participate in some of these activities, please write NA.

Weekly career consultants ___
Career weeks related to the departments ___
Publication–getting it together ___
Civics career unit ___
Business dynamics career unit ___
Career center and classroom films ___
Group use of the center ___

12. Please suggest any activities that would make the career center more meaningful to you.

APPENDIX G
(continued)

Example A - Career Resource Center Evaluation

1973-74

1. Grade____ Sex ____

2. Have you visited the career resource center? Yes___ No___

3. After exploring your interests in one field were you curious about other fields?
   Yes___ No___

4. Did you need help in using and locating the materials? Yes___ No___

5. Check the types of materials you have used:

   ___Occupational files
   ___College and technical school catalogues
   ___Job experience kits
   ___Cassettes
   ___Cassettes and filmstrips (AV-Matics)
   ___Micro-Scan (Pennscript)

6. Career center has been helpful to me. Yes___ No___

7. If you haven't visited the center, why? _____

8. Were you able to find materials about the occupations in which you were interested?
   Yes___ No___ If no, which ones_____

9. Do you have any suggestions or comments for improving the career resource center? (1) get more films and cassettes, (2) bigger room, (3) more job experience kits, (4) should be one period a week on schedule, (5) have room open in morning before homeroom period, (6) have more AV-Matics.

APPENDIX G
(continued)

Example A - Student Evaluation
Career Resource Center

1. Have you used the career resource center? Yes ___ No ___
   If Yes, how many times?_____

2. Did you find the materials accessible and organized? Yes ___ No ___ Sometimes ___

3. Did you find the equipment in good working condition? Yes ___ No ___ Sometimes ___

4. Did you find the materials up-to-date? Yes ___ No ___ Sometimes ___

5. Did you find the information you needed? Yes ___ No ___ Sometimes ___
   If No, was there an attempt made to obtain the information? Yes ___ No ___ Sometimes ___

6. In assisting you to make a future career decision, which helped you most? (Place a 1 after the item which helped most, a 2 after the next best, then a 3 after the next and so on.)

   ___Career books
   ___Career pamphlets (materials other than books)
   ___Cassette tapes
   ___Filmstrips
   ___Penscripts
   ___View decks
   ___Career kits

7. Do you feel that WVW has assisted you in your search and planning for a future career?
   Yes___ No___

8. How sufficient was the help you received in searching and planning for a future career?
   Adequate____ Should have had more____

9. How helpful was the meeting with the counselors in the career resource center in helping you to understand what the career resource center can do for you?

   ___I have a very good understanding of what the career resource center can do for me.
   ___I am not too sure what the career resource center can do for me.
   ___I have no idea what the career resource center is about.

10. How useful would a career resource center be to you during the years you are in high school?

    ___Very useful
    ___I will probably use it but could get along without it.
    ___I will have no use for it.

11. How could the service offered by the career resource center be improved? What could we do to help you with career planning that we are not presently doing? Can you suggest anything that would make our career resource center more valuable to students? (Please use back of sheet if necessary.)

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APPENDIX G
(continued)

Example B - Evaluation of Films and Filmstrips

1. Name careers (job areas) identified in the film.
2. Does the film discuss how to enter careers? Give processes: e.g. first work at certain jobs for two years, then apply for training at a school, then get the license, etc.
3. Describe characteristics of individuals who would be able to understand content of film?
4. Was terminology new to you? Write terms you did not know.
5. At what training or class levels would the film be used?
6. Did you learn anything new? What?
7. What written or visual materials should be used to supplement content of film?

APPENDIX G
(continued)

Example C - Lesson Plan Evaluation

Film: *Hello, I Need to Tell You Something*

Objective (teacher): To utilize this film in such a way that students gain insight into the delicate world of interpersonal relationships and to recognize the barriers and bonds of one-to-one communication.

Objective (student): To gain understanding of the basic concept that people need to talk to one another on a *feeling* level.

Was the objective met? Teacher's Yes___ No___
Student's Yes___ No___

Comments, if any:

_____

Was adequate information provided?

Teacher's Yes___ No___
Student's Yes___ No___

Comment:

_____

_____

Please circle the number on the continuum which best represents your attitude toward this activity:

Very negative 1 2 3 4 5 Very positive 1 2 3 4 5

Any *feedback* from the students that you care to share: _____

_____

_____

Any constructive criticism:

_____

_____

Please return this evaluation to the guidance office (166) within two days following the activity. Thank you for your help.

APPENDIX G

Example D - Career Resource Center Usage Report for week/month ending

_____ _____

Signature **Date submitted (due 2nd day of month)**

I. Individual Instruction:
   - A. Sixth
   - B. Seventh
   - C. Eighth
   - D. Ninth
   - E. TOTAL

II.
   - A. Number of separate groups
   - B. Total number of students contacted

III. Total number of students contacted

IV. Contacts:
   - A. Center-initiated
   - B. Counselor referrals
   - C. Self-referrals
   - D. Teacher referrals
   - E. TOTAL

V. Curriculum Coordination:

   A. Teacher Conferences
      1. Industrial arts
      2. Language arts
      3. Social studies
      4. Other
      5. TOTAL

   B. Resource Conferences
      1. Counselors
      2. Librarians
      3. Supervisor
      4. Other
      5. TOTAL

   C. Total number of coordination contacts

VI. Major tasks for next week/month:

VII. Recommendations for program improvement:

APPLICATION FOR STUDENT ADVISORY COMMITTEE

NAME_____

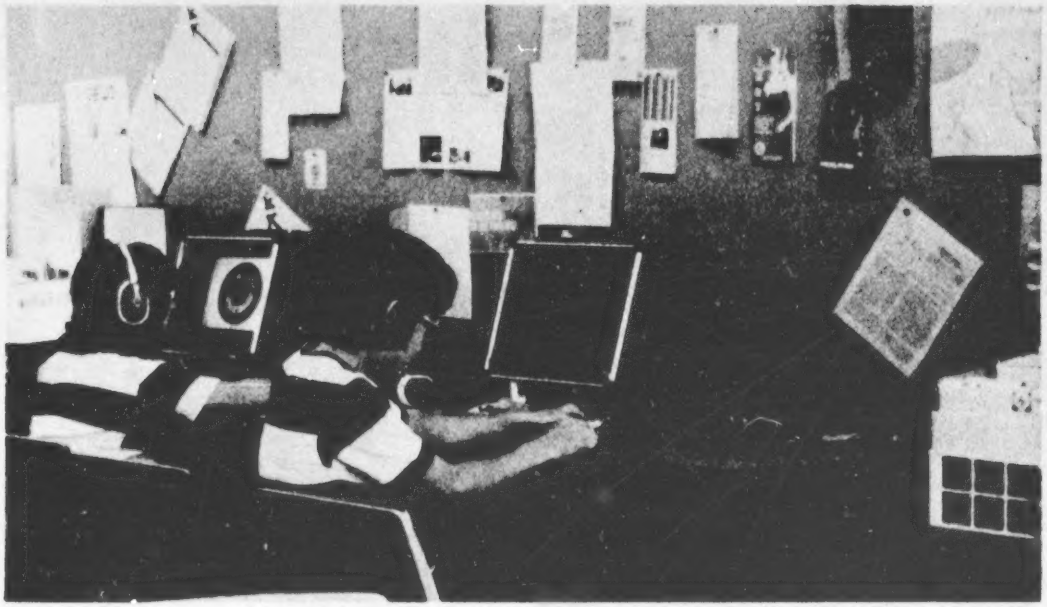
GRADE_____ HOMEROOM_____

PLEASE MAKE A ROUGH SKETCH OF A POSTER OR BULLETIN BOARD
YOU THINK MIGHT LOOK GOOD IN THE CRC OR HALLWAY

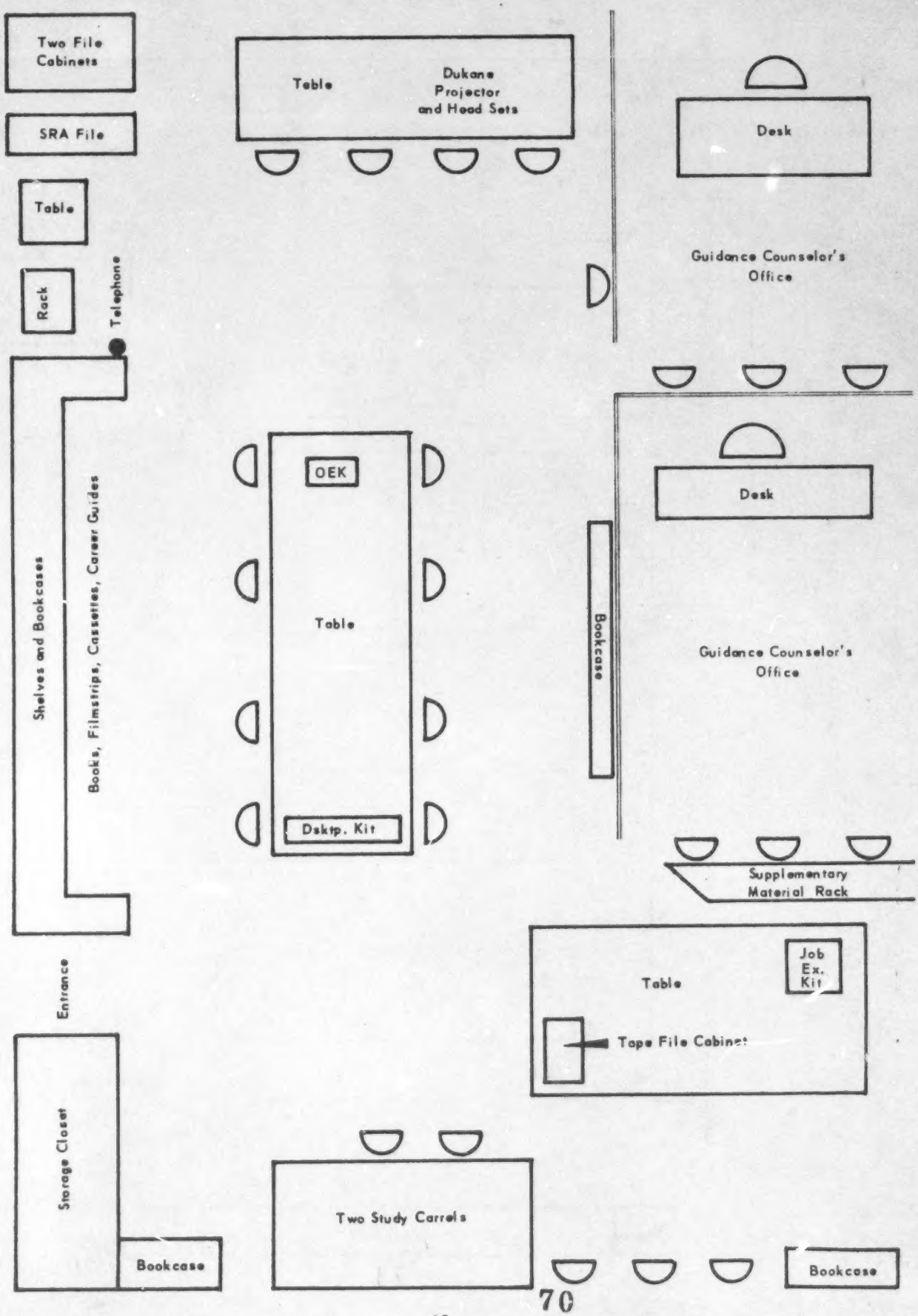
PLEASE INDICATE YOUR STUDY HALL PERIODS (AND ROOM #):

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

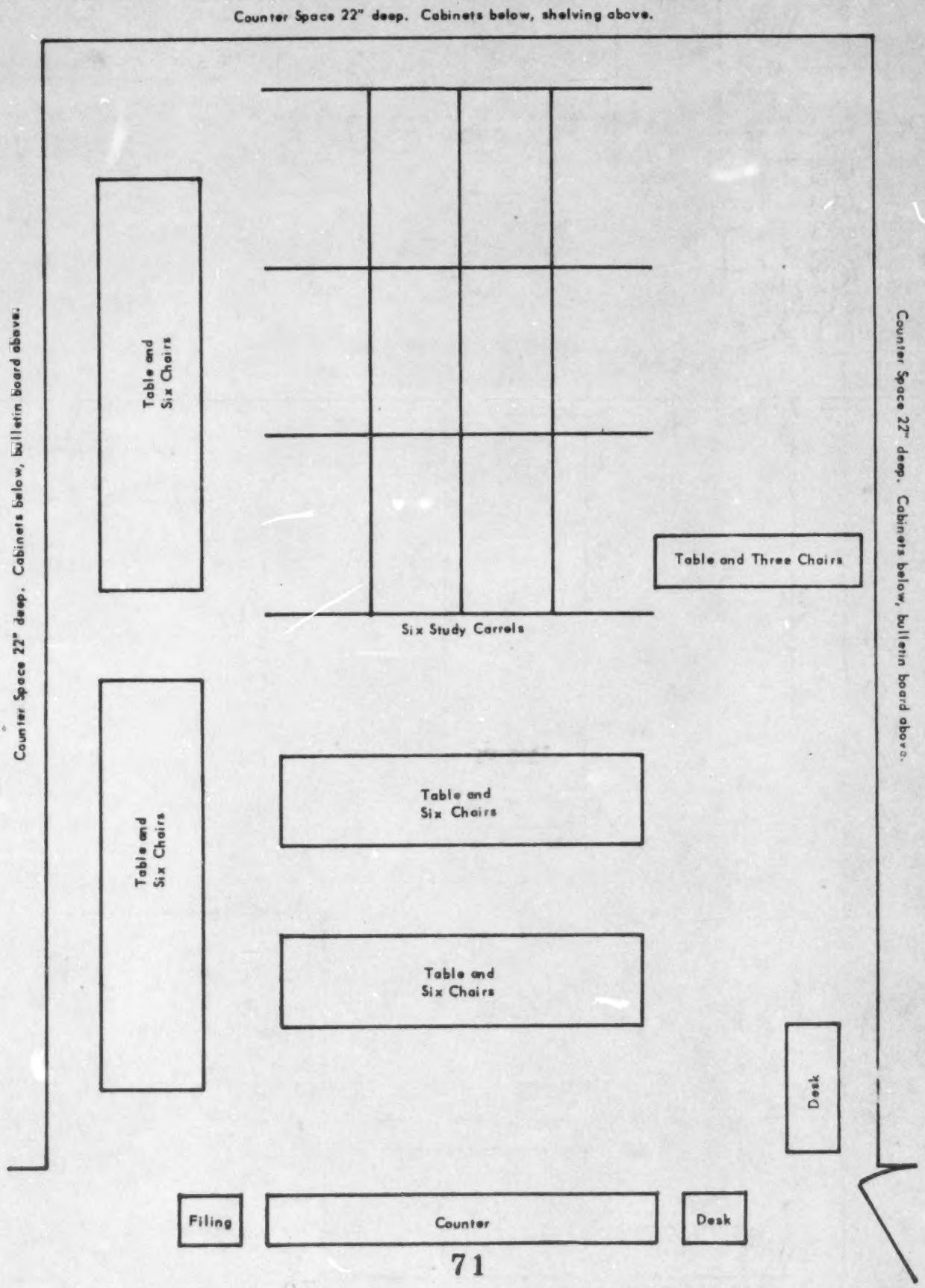
Bulletin boards can promote student interests.



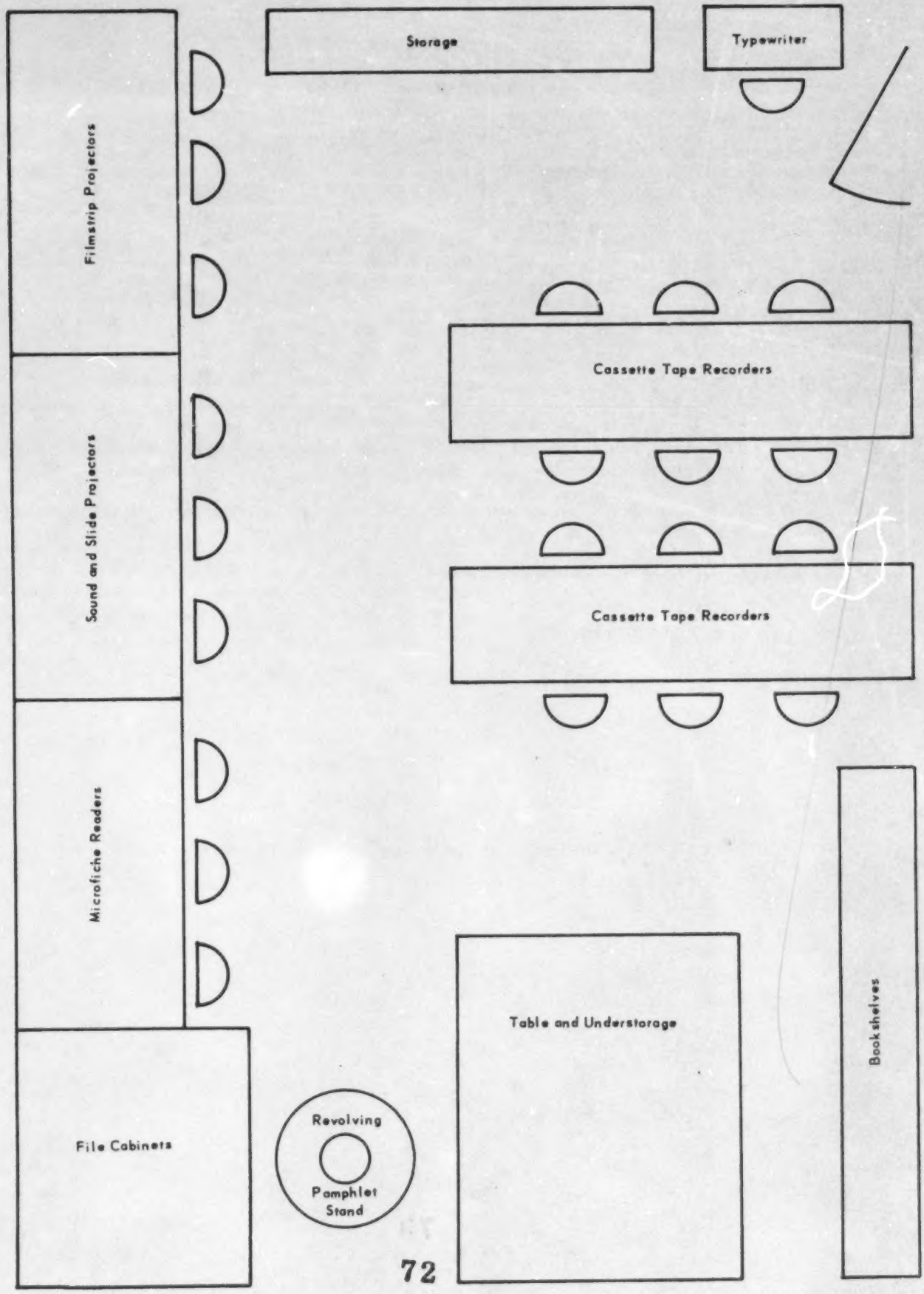
Example A. Career Resource Center and Guidance Department



Example B. Career Resource Center - Science Laboratory


Counter Space 22" deep. Cabinets below, shelving above.
Counter Space 22" deep. Cabinets below, bulletin board above.
Table and Six Chairs
Six Study Carrels
Table and Three Chairs
Table and Six Chairs
Table and Six Chairs
Table and Six Chairs
Desk
Filing
Counter
Desk
Counter Space 22" deep. Cabinets below, bulletin board above.

Example C. Career Resource Center in a Small Classroom



APPENDIX J

Career Resource Center
CRC Room 118

Virginia DiFerdinando
Career Resource Center Specialist

Joseph Conway
Guidance Counselor
Ext. 310

OPEN ALL SCHOOL DAYS
8 a.m. to 4 p.m.

DON'T BE A LOSER PLAN YOUR FUTURE

PURPOSE OF CENTER

1. To help students learn about the world of work and the many jobs available, so that they will be better prepared to make a good decision on career and educational choices when the time comes to make those decisions.

2. To help students develop interests, then change those interests into a reason for doing their best work in school.

3. To reinforce the relationship between school subjects and occupations.

DON'T SLEEP ON THE JOB PLAN YOUR FUTURE

EQUIPMENT

Microfilm viewers

Sound filmstrip viewers

Cassette tape recorders

Headphones

INTELLIGENT CHOICES ARE THE RESULT OF STUDY AND PLANNING

APPENDIX J
(continued)

Printed Materials

Books
Pamphlets
Brochures
Career briefs
Career Encyclopedia
Dictionary of Occupational Titles
Occupational Outlook Handbook

Sound Filmstrips

Information on specific occupations

General information about the world of work

Microfilm

Career briefs
Article reprints
Pennscripts

Cassette Tape Recordings

Information on specific occupations

General information about the world of work

Career Oriented Games and Kits

BOOKS AND PAMPHLETS CAN BE TAKEN HOME BY THE STUDENTS

Services

1. To provide students and parents information about specific occupations.
2. To provide students with a list of occupations that satisfy their stated interests and attitudes.
3. To provide, in conjunction with the guidance department, reasonable occupational choices, in view of the student's academic ability.
4. To provide teachers with career information they can use in their lesson plans.
5. To provide speakers on careers of interest to students.
6. To arrange for trips to places of business where students can see the typical working day of a person involved in the occupation in which they are interested.
7. To provide lists of educational opportunities outside of the school that relate to specific careers and are open to junior and senior high school students.

ANYONE CAN VISIT THE CRC

APPENDIX J
(continued)

STATE OFFICIAL PRAISES CAREER RESOURCE UNIT

TUNKHANNOCK–A program started in the Middle School this term has received a high rating by the State Department of Education.

According to middle school assistant principal Russell Hons, a letter addressed to Mrs. Ruth N. Sinclair, career education coordinator, summarized a state evaluation of the Tunkhannock Career Resource Center in the Middle School.

James P. Lewis, research associate for the Department of Education, who visited her Feb. 19, pointed to several points in his evaluation.

Mr. Lewis said the Career Resource Center (CRC) is well located for utilization by students, teachers and counselors, especially in its proximity to the counselor's office.

He lauded the orientation for 1,578 students and 38 teachers at the center.

Mr. Lewis said the CRC brochure was well designed and highlighted many important aspects of a CRC.

Mr. Hons cited complex changes taking place in the funding in the state and proved so successful that this year funding was extended to cover 12 schools in the state including the Middle School level.

When Tunkhannock was selected as one of the schools funded, Mrs. Ruth Joyner was employed as a paraprofessional aide to serve the center and began preparations in October for its second term opening.

In November, Mrs. Joyner visited study halls to explain why the center was being organized and what services it would offer to students. Mrs. Sinclair and Mrs. Joyner ordered equipment and materials for the room near the guidance offices.

On Jan. 4, group orientation began for each class section of Middle School students. Special sessions were held for teachers after school.

Questionnaires were given to students to help measure student career awareness. The center was opened Jan. 16, on a regular basis for students to visit from study halls or on assignment in the same manner the library is used.

Mr. Hons said that from the beginning student response has been greater than anticipated. Students appear excited over the equipment and the materials which provide an insight into careers of their choice.

The center is equipped with a sound-on-slide projector-recorder.

There are a filmstrip projector, a tape player, a tape sound filmstrip projector and microfilm readers.

In Feb. attendance was 833 students and 765 in March with an average daily student attendance of 53 for the first three months of operation.

Mr. Hons said, "I feel we have made a tremendous start in the area of career education in the school district. The career center is an important part of the step. Middle School students now have a place to obtain career information.

"We are confident that the students now have the opportunity to broaden their knowledge and therefore their insight into career choices.

"Any apprehension in the beginning, is removed, the center is working, the students are excited about the center, they are learning it's a place of interest and education that is rewarding to see."

Tunkhannock New Age, March 21, 1974

APPENDIX J
(continued)

CAREER RESOURCE CENTER OPERATING

The Career Resource Center is now in operation at the James Buchanan Middle School. The local school is one of the 10 schools selected last year by the federal government to participate in a pilot program in career education.

The center is planned and established for sixth, seventh and especially eighth graders who begin course selection and career planning. Future career resource programming will include the high school students of grades nine through 12.

When the students use the services of the Career Resource Center, they involve themselves in career development, planning and decision making. Youths are made aware of the positions available in all occupational fields. Progressing through several sessions in the center, the students will be helped to decide upon a course of study which will enable them to work toward their desired goal.

One main objective of the program is to improve, extend and expand informational services in vocational guidance and counseling, enabling the student to better understand himself and prepare him to make the necessary decisions required by the world of work.

Students interests are stimulated through the use of books, cassettes, filmstrips, and films. Interaction with counselors, teachers, parents, business and industry is stressed through this type of program.

Mrs. Betty Stenger, Mercersburg, is the paraprofessional in charge of operating the center under the direction of the director of guidance, Miss Betsy Myers, Mercersburg.

Record Herald, Waynesboro, March 5, 1974